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The manual is designed to serve as a comprehensive guide for curriculum directors or state affiliated associations interested in setting up summer experience programs through which students above the age of 16 participate in an occupational therapy department as "apprentice staff members." Separate sections deal with the following details: (1) selecting geographic areas for source and placement of students, (2) contacting educational institutions, (3) formulating a calendar for program organization and implementation, (4) developing a letter requesting appointment with school contact person, (5) making the first visit to the school, (6) presenting the program to students, (7) processing applications, (8) interviewing students, (9) notifying students of acceptance, (10) organizing the orientation meeting, (11) planning the summer experience assignment, (12) implementing the midpoint evaluation, (13) organizing the final evaluation meeting, (14) accepting final reports and written assignment, (15) implementing follow-up, and (16) administering the program, including selecting schools, placing students, and financing, publicizing and evaluating the program. Exhibits include examples of letters, fact sheets, and forms. (JK)

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SUMMER EXPERIENCE IN OCCUPATIONAL THERAPY

MANUAL FOR ORGANIZING A PROGRAM

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SUMMER

EXPERIENCE

IN

OCCUPATIONAL THERAPY

Manual for Organizing a Program

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C O N T E N T S

		Page
DEFINITION AND PURPOSE		2
I.	Selection of Geographic Area for Source and Placement of Students	3
II.	Contacting the Educational Institutions	4
III.	Calendar for Organization and Implementation	5
IV.	Letter Requesting Appointment with School Contact Person	6
V.	First Visit to the School	6
VI.	Visit for Presentation to Students	7
VII.	Processing of Applications	8
VIII.	Interviewing of Students	9
IX.	Notification of Acceptance	10
X.	Orientation Meeting	11
XI.	Summer Experience Assignment	12
XII.	Mid-Point Evaluation	13
XIII.	Final Evaluation Meeting	14
XIV.	Final Reports and Written Assignments	15
XV.	Follow-up	16
XVI.	Administration	17
	A. Selection of Schools	17
	B. Selection of Placements	17
	C. Financing	18
	D. Publicity	18
	E. Evaluation	19

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SUMMER EXPERIENCE IN OCCUPATIONAL THERAPY

A Manual for Organizing a Program for High School or College Students

As one of the efforts in the intensified recruitment program to help ease the increasing shortage of occupational therapists, pilot summer experience programs in occupational therapy have been organized for high school and college students. Through actual participation for six to eight weeks in an occupational therapy department as "apprentice staff members", the students are given the opportunity to evaluate a profession in terms of their own qualifications. Since occupational therapy, although becoming more widely known, is still relatively unfamiliar to a large segment of the population from which potential professional candidates are drawn, a summer experience program also serves as a public information tool for the communities in which these programs are carried on.

Columbia University's curriculum of occupational therapy has conducted such programs since 1959[1] and has been able to show in its own enrollment, a high percentage of summer experience "alumni" in addition to the number who enter occupational therapy curricula in other parts of the country. In view of this well-established program, and as a result of the response to the pilot programs currently under way in Missouri (college students), New England and North Carolina (high school students) this manual is designed to serve as a comprehensive guide for curriculum directors or state affiliated associations interested in setting up their own summer experience programs.[2]

The first two AOTA-VRA pilot programs were conducted by occupational therapy curricula, with either the curriculum director or a faculty member as the coordinator. Although the academic connection is a decided advantage for entrance into educational institutions, it is not a necessity.

The person in charge will henceforth be referred to as the coordinator. It is hoped that the manual will also be used by occupational therapy affiliated associations interested in carrying out such programs.

As an appendix to the manual are examples of letters, descriptions and forms used in the pilot programs. They are included to indicate the type of communication which appeared to answer a particular need, and they are neither the best nor the only method to be followed in the procedure. However, with certain adaptations they should serve as useful guidelines. The same is true of the proposed schedule for organization and implementation.

Much of the information in the manual may appear so basic that it seems not to warrant the details given. The guide is purposely elementary to permit its application by those people who might not be thoroughly familiar with organizational details.

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[1] Deutsch, Adelaide, "Projecting the Occupational Therapy Image", Proceedings of the 1960 Annual Conference, 1960, pp. 85-88.

[2] Neuhaus, Barbara E., "Recruiting Occupational Therapy Students Through A Vacation Work Program", Journal of Rehabilitation, Vol. XXXI, 1965, pp. 26-27.

DEFINITION AND PURPOSE

The Summer Experience in Occupational Therapy is a summer work program for the high school or college student who is undecided in his career choice but has shown: 1) definite interest in some aspect of working with people; 2) creativity, both in personality and performance; and 3) maturity. The program is student-centered to allow carefully selected students above the age of 16 to work for six to eight weeks in a department of occupational therapy under the close supervision of a registered occupational therapist. As "apprentice staff members" (signifying their dual role of student and aide) they will be able to observe and participate in the occupational therapy program as it relates to the total treatment of patients in a specific setting. In this way it is expected that the student will gain better insight into all hospital/rehabilitation careers.

The primary purpose of the program is to attract qualified students to occupational therapy. As a secondary aim, the program serves to expose students to various other rehabilitation professions and to eliminate at this level any potential recruits who might have otherwise begun their professional education in occupational therapy without adequate information about their own qualifications or the profession.

An indirect outgrowth of the Summer Experience Program is an increase in the public awareness of occupational therapy. Wherever a pilot program has been conducted, local newspaper publicity has aroused interest on the part of parents, educators and other professionals.

As a fourth, equally important purpose, the Summer Experience Program appears to be a natural tool for greatest therapist participation in recruitment. Using the working day and the occupational therapy department as the setting for face-to-face contact, many therapists will be able to demonstrate their special talents to better advantage than during the ordinary superficial career or recruitment program.

Summer Experience in Occupational Therapy, therefore, can provide for the curriculum director, the student and the practicing therapist an answer to over-all professional development.

I. SELECTION OF GEOGRAPHIC AREA FOR SOURCE AND PLACEMENT OF STUDENTS

Unless there is a particular reason for concentrating on a specific area, such as the location of an occupational therapy curriculum, it would seem that students might be drawn from any locale. Two considerations here must be: 1) For college students - many of them attend colleges far from their homes and expect to spend summers at home; 2) For high school students - they must live at home during their placement. Therefore, selection of participating high schools will depend on location of available occupational therapy departments.

Once the geographical area has been determined, the number of participating high schools and accredited colleges can be selected and initial contacts established with a member of the administrative or counseling staff. In the pilot programs this was generally the Dean of Students in the college, the Headmaster (or Headmistress) in a private school; the head of guidance or, if there was none, the principal of the public high school. With college and private schools, catalogues served as a guide not only for the names and appropriate people but also as an indication of the educational philosophy of the institution, which might then become the basis for selection. (For example, if a high school or college stated that much of its program was devoted to community service or that the students were encouraged in practical application of didactic education, this would be given as one of the reasons for asking the institution to participate in the Summer Experience Program.)

One further consideration in the selection of high schools is the previous contact with the state Health Careers Council or committee who may be able to indicate the schools where there are Health Careers clubs or where previous interest has been expressed in health careers programs. The benefit of such groundwork is immeasurable; it is strongly recommended to enlist and give the utmost cooperation to such a group. As the "generalists" in health career recruitment, a school's interest can be much more effectively elicited by this group than by an isolated group of specialists, such as individual therapists. Since it was felt in the pilot programs that the high school students should be living at home during the summer, schools were selected on the basis of their proximity to possible placements. For example, all high schools within commuting distance of an occupational therapy department were chosen in preference to those in a locale without an occupational therapy clinic.

II. CONTACTING THE EDUCATIONAL INSTITUTIONS

Educational institutions will henceforth be referred to as "schools" whether dealing with colleges, junior colleges or high schools. Only when a special approach is used for either high school or college students, will the distinction be made.

Initial contact with the schools is by letter (Exhibit B), explaining the program, enclosing a description of the program (Exhibit A) and asking for an appointment for a visit to the school. Generally, the response to these letters has been good (about 80% expressed interest; several indicated that they had no students who might qualify; occasionally, there was no reply). In some cases the reply came from a person in a capacity other than the one to whom the letter was addressed. This then became the school contact person.

III. CALENDAR FOR ORGANIZATION AND IMPLEMENTATION

As soon as the geographic site and the educational prospects have been selected, it is necessary to make a tentative calendar for the entire year, covering all aspects of organization and implementation. Special considerations for the planning are:

A. School examination dates (mid-term, mid-year, final)
B. School vacations (for possible interviews and starting date for summer)
C. Time span needed between
   1) Visit and application deadline
   2) Personal reference deadline
   3) Interviews
   4) Notification of students
   5) Orientation

As soon as A and B have been determined, C can be decided and the tentative schedule can be made. This is important, since students and their families as well as schools like to plan ahead.

A suggested calendar for the year's procedure is given below:

Activity or Procedure	Suggested Dates
1. Initial letter of contact	.... November 1 - November 15
2. Letter requesting appointment with school contact	.... December 1 for appointment after Christmas vacation
3. First visit to school	.... January 8 - January 20
4. Visit for presentation of program to students	.... February 10 - February 25
5. Deadline for application to guidance counselor	.... March 1
6. Applications to coordinator	.... March 5
7. References returned to coordinator	.... March 21
8. Student interviews	.... April 5 - April 20
9. Notification of students	.... April 25
10. Orientation meeting	.... May 8
11. Assignment begins	.... June 15 - June 28
12. Mid-point reports	.... July ----
13. Final evaluation meeting	.... Final week of program
14. All reports due	.... Final week of program
15. Follow-up	.... Six months and later

IV. LETTER REQUESTING APPOINTMENT WITH SCHOOL CONTACT PERSON

The purpose of the initial visit to the school is to interpret the program to the future contact person so that, in turn, this person may speak about the program to the students and select the audience for the coordinator's presentation. It should be clearly indicated in the letter that a later visit will be made to the school to speak to interested students, so that the school does not feel it must schedule the initial visit around the students' free time (Exhibit D). However, the letter should be written early enough to allow the school to select an hour convenient for the contact person to adjust the visit to his own schedule. It is suggested that this letter be written early in December requesting an appointment early in January after the Christmas vacation (check school calendars).

V. FIRST VISIT TO THE SCHOOL

Wherever possible, all visits in the course of one year should be made by the same person, either the curriculum director or the coordinator for the program, so that both the administration and the students begin to identify the person with the program.

Since this initial visit is an informal interview with one or more members of the faculty, it is important to be completely familiar with the organization and structure of the proposed Summer Experience plan even though it may be the first time the program is attempted in this setting. A personal conviction in the successful implementation of the program is vital to any discussion of the project, and the coordinator may have to rely on such statements as "Although our own experience is as yet limited in this area, _____(a particular approach or technique) was found to be successful with students at _____" (one of the pilot areas).

During the initial visit much of the school's philosophy will be brought out and will indicate the type of student one might expect to attract from the student body. The visit should also serve to identify the group of students to select as potential audience for a presentation (psychology, sociology or science class, health or future nurses club, entire junior class,etc.). The school contact will determine this (groups may vary in size from two interested, preselected students to an entire student body of 1200). The type of presentation: film, "live" (with student from last year's program), question and answer period, etc. should then be discussed and a presentation date set. Since it is hoped that the school will alert all eligible students to the possibilities of the Summer Experience program, any publicity for the project should be made available to the school at this time (posters, descriptive flyers, bulletin board notices, article for the school paper, etc. (Exhibits C and E).

Following the initial visit a letter should be sent to the school, verifying the time and date of the presentation and requesting any special equipment such as a projector or screen.

VI. VISIT FOR PRESENTATION OF PROGRAM TO STUDENTS

The second visit to the school, generally three to four weeks following the first, serves to introduce the program to the students. The type of presentation has already been worked out with the school and its length will be determined by the school's time schedule. Enough time must be allowed (in addition to visual aids or live presentation) for a general explanation of the Summer Experience, including all information mentioned in the description of the program (Exhibit A). It must be assumed that the students know little about occupational therapy, so that a general, informal definition should be included. There should also be time for questions. Recruitment films, such as TO PICK A LIFE or TARGET are useful in illustrating the scope of occupational therapy. Case histories (fictitious) with pictures also stimulate interest.

At the conclusion of the presentation students should be provided with: 1) Descriptive fact sheet or flyer; 2) Notice to parents of high school students (Exhibit F); 3) Application (Exhibit H); 4) Physical Examination blank (Exhibit I), if not part of the application. They must be reminded of the deadline for completing the application and to whom it is to be submitted. (This must also be printed on the application blank.) At this time the students may be given occupational therapy information and the names and locations of possible placements, if these are already known.

During one of the two visits a tentative calendar should be discussed with the school contact person. This includes the following dates: 1) Students to submit their applications to the counselor or other faculty member; 2) School contact person to mail these forms to coordinator; 3) Letters of reference (obtained by the coordinator); 4) Student interviews; 5) Notification of acceptance of students; 6) Orientation meeting; 7) Summer Experience program dates; 8) Final evaluation meeting. This calendar should be presented or mailed to the school contact person (Exhibit J). Students must be sent reminders as each date approaches, although the entire calendar is discussed with them during the presentation.

VII. PROCESSING OF APPLICATIONS

Students will submit their completed applications, including the physical examination blank (filled out by school or private physician) to the school contact person who will make a preliminary selection on the basis of academic achievement and potentiality, emotional stability and expressed interest in a career involving people. Although it is necessary to limit the number of placements available (usually this is an automatic selection by geographical, personnel and economic limitations), it has been found that even a seemingly overwhelming number of applicants at this preliminary level tend to eliminate themselves to a more workable group. However, an idea of the total number of students to be accepted should be made known to all applicants.

As a part of each application two references must be named by the student. On receiving the applications, the coordinator sends out blanks (Exhibit K) to the references listed, including a description of the program. A deadline for return is printed on the form which should be accompanied by a stamped, self-addressed envelope.

When references and physical examination blank have been satisfactorily completed, an interview can be arranged.

VIII. INTERVIEWING OF STUDENTS

It must be kept in mind that three people are involved in the interviews and that many geographic locations may be involved as well (coordinator, occupational therapy department supervisor and the student's school contact person). This is of importance only with college or high school students who are not living at home.

Several different techniques are suggested for the student interviews. In order to do this as economically as possible, both in view of time and money and to permit the student to be seen by the coordinator, the occupational therapy supervisor, and to visit the prospective placement, the following approaches have been used in the pilot programs:

A. Students whose placements are in different locations from their schools:

1. Interviews are arranged during school vacation. The coordinator visits the placement on a certain day and students must travel there for their interview. (The final matching of student to placement has not been made at this time; however, the coordinator has pre-selected several students for each position slot as possibilities.) Both coordinator and supervisor interview the student, separately or together.

2. Interviews are held during school time at the school. The coordinator visits the school on a specified day and interviews all the applicants from the particular school, regardless of their choice of placement. The student must then arrange an interview with the prospective supervisor at a later date and must travel to the placement.

3. Interview at the occupational therapy curriculum. The students arrange the time with the coordinator.

B. Students whose placements are within commuting distance of their schools. Interviews are held at the placement with the coordinator attending.

Notice about the time and place for the interview is sent to the applicant (Exhibit L) and a copy to the school if the student must be excused early. In addition to the routine interview technique, a practical experience is suggested which has been successfully employed in one of the pilot programs (Exhibit M). The students are given: 1) several written questions to answer, either in terms of their own reactions to people with disabilities or their ideas on rehabilitation; 2) one simple problem-solving question; and 3) written or verbal instructions for a simple craft technique which must be carried out. All three sections give a good picture of the student's performance, and the experience helps not only to relax the students but also teaches them the essentials of one craft which they may use with the patients if accepted for the program.

IX. NOTIFICATION OF ACCEPTANCE

As soon as all students have been interviewed, letters of acceptance or rejection are sent out (Exhibits N and O). The students have already been impressed by the fact that they must attend the initial orientation meeting in order to be allowed to participate. This must be stressed again in the letter.

Those who are turned down merely on the basis of limited places should be informed that they are alternates. There are always last-minute cancellations. Alternative possibilities for pursuing their interest in occupational therapy should also be given to these students (hospital candy striper, camp counselor, volunteer in nursing home, etc.).

X. ORIENTATION MEETING

Since the orientation will be one of the only times when the students meet as a group, it is extremely important that the meeting be well-organized to give the student a comprehensive picture of what his role as a participant will be. The content of the meeting should include a general explanation of occupational therapy, several more specific examples of the function of an occupational therapy department and the student's responsibility in the program. If possible, he should have the opportunity to speak to occupational therapy students and to see either a curriculum of occupational therapy or another treatment facility.

A. Location of meeting. The logical place for the orientation is at the occupational therapy curriculum so that the student immediately begins to identify the experience as a possible step in professional education. However, a clinic can serve in association-sponsored programs.

B. Time. On a Saturday in early May before students become involved in final examinations. A suggested time is from 10:30 a.m. to 3:00 p.m. with lunch provided.

C. Invitations. In addition to all accepted students, the occupational therapy supervisors should be invited and are expected to attend. (This may be one of the few times when all participating therapists can discuss the program implementation.) An invitation should also be extended to all the occupational therapy students of the sponsoring curriculum, with the idea of serving as hosts. If a sufficient number are able to attend, part of the program should be carried by them. Faculty of the curriculum, health careers personnel, etc. might be among the invitees.

D. Program (Exhibit Q). Since this is to be an orientation session, the plan for such a meeting should include a general presentation of the profession, duties and responsibilities of the students, a possible "live" presentation of activities and their uses by student therapists or supervisors, a tour of the school and/or clinic and a question and answer period. (This is a good opportunity to distribute curriculum information.) It is hoped that the students can be encouraged to meet informally with as many different persons as possible during this session. Final arrangements about summer room and board (if necessary), completion of the employment forms and any specific information should be obtained from the students.

During the interval between the orientation and the actual start of the assignment, the students should be expected to do any general reading requirements (Your Future in Occupational Therapy or the introduction to textbooks). The coordinator should announce where these books may be borrowed.

For most of the prospective participants the orientation meeting will be the first opportunity to comprehend the profession of occupational therapy. For this reason the session should be as stimulating as possible.

XI. SUMMER EXPERIENCE ASSIGNMENT

Once the student starts his summer placement, he becomes directly responsible to the occupational therapy supervisor. It is therefore up to the therapist to have the program as clearly outlined as possible in terms of duties, responsibilities and privileges for the student. Just how the student is accepted into the occupational therapy clinic depends on the philosophy of each institution and each therapist. In contrast to the clinical experience, the summer program may be very flexible, provided: 1) the student understands what is expected of him; and 2) certain basic requirements (Exhibit R) are covered. Both in depth and in breadth the experience should cover as much as the student can absorb, give him the most complete picture of occupational therapy as a profession and serve as a link in the total rehabilitation chain.

The following areas should be covered:

1. Orientation to institution and staff
2. Regulations: time, uniform, precautions (smoking), lunch, etc.
3. General introduction to occupational therapy
4. Treatment program(s) of facility
5. Specific duties of student
6. Reading and report assignments (Exhibit S)

The student should be encouraged to ask questions of the supervisor, to work on his own if an area of particular interest is discovered, and to read widely. He should have frequent opportunity for counseling with the supervisor. It should be assumed that these students know little or nothing about occupational therapy, so all explanations have to be extremely simple at first, particularly with high school students. However, many of the students are more sophisticated in their level of knowledge than we think, and they are able to absorb information at a rapid pace. It is important to maintain the students' interest by keeping them stimulated.

As the initial apprehension of an unfamiliar setting subsides, the student should be encouraged to work increasingly with the patients in group activities, craft work, etc., provided he is properly instructed beforehand and has demonstrated his comprehension of the situation.

Time should be set aside during each day for reading and report writing, so that the student does not have to do this on his own time. (Many of the students preferred to use their ecenings for the assignments, since they did not want to miss any of the daytime activity in the clinic.)

According to the student's level of maturity, he should be allowed to attend staff meetings, rounds, clinics, etc., and to audit lectures given to nursing and other students. He should also be able to observe other treatment programs in the facility, so as to gain a broad understanding of the total rehabilitation program. Wherever possible, field trips to other occupational therapy departments should be arranged, particularly where there might be other summer experience students.

XII. MID-POINT EVALUATION

Midway through the Summer Experience the student is expected to complete the Mid-Point Evaluation (Exhibit T). This form is to be sent to the program coordinator by the student. Only those items requiring specific action need to be brought to the attention of the supervisor at this time, i.e., - "In the time remaining, are there some particular areas you would like to learn more about ..... ?"

If it is possible, a visit by the coordinator should be made to the students at some time during the summer assignment. This tends to be an encouraging factor for both student and supervisor and provides the opportunity for discussion of any questions which might have arisen.

XIII. FINAL EVALUATION MEETING

As part of the program scheduling, the final evaluation meeting should be held on the last day of the program or on the Saturday immediately following this. (The latter gives the supervisors the opportunity to attend.)

The location for the final evaluation meeting might logically be in an occupational therapy department which is geographically accessible and about equal distance from all other clinics, or it may again be held at the occupational therapy curriculum.

Like the orientation meeting, this should be considered a full-day session with much of the program being carried out by the students. They should all be allowed to give reports of their experiences, either following a prepared outline or an informal report during a specified time (4-5 minutes).

An important part of the evaluation will be the students' plans for telling, in their own schools, about the summer experience. This may be included in their written assignments or they may be told about this several weeks prior to the evaluation. Since each student knows his own school setting best, he may plan to present an assembly program, to address the health careers club or to speak to a biology class. (It is important to check with each student after the plan has been submitted, to make sure that the student has cleared for permission to present the program.)

The final evaluation is the only time when the students can share their experiences as a group, and enthusiasm at this point is extremely high. This may be an excellent time to invite someone from the local press to attend to do a story on the program.

A film or other educational material may be a part of the program (Exhibit Y). The curriculum brochure and any other not previously distributed recruitment material should be made available to the students.

XIV. FINAL REPORTS AND WRITTEN ASSIGNMENTS

All written work must be in the hands of the coordinator before the evaluation meeting; the final payment to the student may be withheld until all work is completed. The student makes out a final report (Exhibit V) on the program and mails this, along with his diary, directly to the coordinator. All other written work is submitted to and checked by the supervisor.

The supervisor completes one form on the program (Exhibit W) and one in duplicate on each student (Exhibit X). The latter may or may not be discussed with the student, based on the decision of the supervisor. These completed forms should then be mailed to the coordinator who will send one copy of the student report to the student's school with a cover letter (Exhibit BB).

XV. FOLLOW-UP

A vital part of the program is the follow-up carried on during the year after the student's summer experience. Curriculum directors will be particularly interested to see how each student is making his educational plans, how the knowledge and experience gained is being used, and where the students are continuing their education (Exhibit AA).

Just how the students are followed depends on the coordinator and the supervisors and is determined to a large extent by the location of each student. In those cases where the student is still undecided but appears to be a suitable candidate for occupational therapy education, it is especially important to pursue and maintain his interest. This may be done by sending him names and addresses of nearby therapists, inviting him to professional/social functions or advising him about possible future volunteer work in an occupational therapy department.

The second part of the follow-up concerns itself with the presentation by the students in their own schools. When the program date is set and a plan worked out, the student should be supplied with recruitment literature and a movie or other visual aids, depending on the type of presentation. If the time period is after the start of the second semester, application blanks for the next summer's project should be supplied for distribution. It is hoped that much of the perpetuation of the program can be carried on in this way.

XVI. ADMINISTRATION

A. Selection of Schools

As pointed out earlier, selection of schools is based on several criteria. This might be all the schools with college-preparatory programs in a particular geographic area. In selecting private schools, the criterion might be the school philosophy (see p.3). For junior college students, it is important to select accredited junior colleges whose curricula are preparatory to transfer to a four-year college and where the emphasis is on pre-nursing, pre-social work, etc. Four-year colleges can be approached for candidates for advanced standing or M.A. curricula, since most colleges are not interested in losing their students after two years.

B. Selection of Placements

For the summer experience students it is extremely important to present occupational therapy in its most favorable light. The majority of the students will base their initial opinions about the profession on the impressions gathered during the summer. Therefore, it is necessary to find as supervisors those therapists who present occupational therapy in the most enthusiastic manner (Exhibit CC). For this student level good patient-therapist relationships are more important than the type of treatment technique employed; an imaginatively run therapy program with craft emphasis can be more favorably accepted by these than an impersonally-conducted neuromuscular facilitation program, although a facility should be selected only if all aspects of the treatment program are of high quality. The students are astute and perceptive, and they are soon aware of any underlying friction among staff members. The placements should be selected with the same care as the clinical training centers but with a somewhat different emphasis.

In general, clinical training students and summer experience students should not be placed simultaneously in a department. It is unreasonable to expect a therapist to teach at the two different levels at the same time. Although the contact of the clinical students with the summer experience students is often very favorable, occasional misunderstandings about the different roles and responsibilities have arisen. This, of course, eliminates some of the best occupational therapy departments and is often the main reason for limiting the size of the summer experience program.

As soon as the selection of placements is tentatively made, the supervisor should fill out an application blank (Exhibit DD) giving the necessary information about the institution and the occupational therapy department, about the number of students, hours, uniforms, lunch, possible stipend or maintenance, medical care, etc.

When all the arrangements for the placements have been completed, a list of the departments (Exhibit EE) should be sent to the students and the schools (for information). If a choice is possible for the students, the list should be available before the student interviews, otherwise the list may be included with other information.

C. Financing

The majority of students, both in the final years of high school and in college, depend on summer vacation for a remunerative job. The concept of full-time summer volunteer work is therefore not easily acceptable. Some hospitals have funds available for hiring student summer help as regular employees. However, between these two possibilities there are a number of other sources of receiving satisfactory arrangements for student payment.

1. In the VRA-sponsored pilot programs, the students receive a small stipend rather than a salary, to cover their expenses only. This is administered through the occupational therapy curriculum or through AOTA.

2. Some hospital administrators see this as a long-range staff recruitment technique and will pay a small stipend on that basis; some have educational funds available which can be applied to the students.

3. A community sponsor can be found to contribute the stipend (service club, church group, women's club, medical auxiliary, industry, voluntary health association, etc.)

4. There are still a number of younger students who are willing to volunteer their services during the summer, and with a strong learning-experience approach a program can be presented on the non-paying basis. In the Columbia program the students are asked if they are dependent on a salary; otherwise, it is requested that they accept a volunteer assignment.

D. Publicity

Regardless of the stipend factor, it is important to involve the community as much as possible, in terms of publicity and future support. This is true for the college as well as the high school students, although it is more meaningful locally when students and placements are geographically proximal. Newspaper stories (Exhibit FF) announcing the program, listing the selected students, the participating schools and treatment centers, describing and illustrating the program, will do much to arouse community interest in occupational therapy as a potential career. If the intent is to do continual public information, newspapers are a factor that should not be overlooked. A local radio or television station can be approached as well for a live interview with a student.

E. Evaluation of the Program

In order to determine whether the sponsoring group wishes to continue the program, an evaluation of the total project must be made by the coordinator based on the oral and written reports of the participants at the various levels. Several examples of the reactions of the counselors, the administrators, the supervisors and the students are given below:

"This has been an especially gratifying experience due mainly to the caliber of the three students we had the pleasure of teaching ..."

"(Our administrator) was impressed with the program and the girls and has indicated that the hospital may be able to offer a stipend for students in the future."

" ... excellent recruitment technique ... it caught the imagination of the public."

"The program has made me think about the advantages and disadvantages of a medical career and has made me examine myself..."

"Before the program I knew little about OT but planned to be a speech therapist. OT now seems the only profession for me."

A certain number of problems are inevitable, both in the administrative and the human areas. Unforeseen circumstances will arise in institutions, and even careful screening does not always serve to predict job performance.

However, in no instance should the supervisor feel that his contribution was not satisfactory simply because none of his students decided to pursue professional education in occupational therapy. An enlightened (in the concept of occupational therapy) engineer or teacher is a more valuable ally than a disappointed therapist. The impace of the experience will in any case have long-range effects on the participating students.

REFERENCES

Deutsch, Adelaide, "Projecting the Occupational Therapy Image," Proceedings of the 1960 Annual Conference.

Career Testing for Social Work Through Summer Work Experience, compiled by Elsie D. Harper, New York: Council on Social Work Education, 1961.

E X H I B I T S

Examples of Letters, Fact
Sheets and Forms

E X H I B I T S

		Page
A.	Description of Program	22
B.	Initial Letter to School	23
C.	Information Sheet for Students	24
D.	Letter for Appointment with School	25
E.	Program Flyer	26-27
F.	Notice to Parents	28
G.	Student Duties	29
H.	Application Blank for Students	30
I.	Physical Examination Blank	31
J.	Calendar for School	32
K.	Reference Blank	33
L.	Appointment for Interview	34
M.	Interview Technique	35-36
N.	Letter of Acceptance	37
O.	Letter of Rejection	38
P.	Acceptance Memorandum	39
Q.	Orientation Meeting	40
R.	Memorandum to Students	41-42
S.	Reading and Report Assignments	43-44
T.	Mid-Point Evaluation Report	45
U.	Memorandum on Final Report	46
V.	Final Evaluation Report	47-48
W.	Supervisor's Report on Program	49-50
X.	Supervisor's Report on Student	51-52
Y.	Final Evaluation Meeting	53
Z.	Certificate	54
AA.	Follow-up Report	55
BB.	Report for Counselors	56
CC.	Information for Supervisors	57-58
DD.	Application Blank for Supervisors	59
EE.	List of Placements	60-61
FF.	Publicity	62-63

* * * *

Exhibit A

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION
251 Park Avenue South, New York, N.Y. 10010

SUMMER EXPERIENCE IN OCCUPATIONAL THERAPY

Description of Program

Summer Experience in Occupational Therapy is a summer work program for the secondary school student who has shown: 1) definite interest in some aspect of working with people; 2) creativity; 3) maturity. Sponsored jointly by the American Occupational Therapy Association and the North Carolina Occupational Therapy Association, the project is designed to give carefully selected students the opportunity to work during the summer months in specific hospitals and treatment centers under the close supervision of a registered occupational therapist. The program gives the student an authentic foretaste of what professional work in occupational therapy can be. These young people will be able to observe and participate in the occupational therapy program as this relates to the total treatment of patients in a specific setting. In this way it is expected that the students will gain better insight into all hospital/rehabilitation careers as well.

Specific tasks will be assigned to each student by the supervising therapist. The selected occupational therapy departments are sufficiently staffed with graduate therapists for supervision. The settings are chosen by the program coordinator and cleared through the hospital administration. During the student's six-weeks assignment he will be expected to perform such tasks as helping in preparation of projects, caring for equipment, working with patients in group occupational therapy activities, reading literature pertinent to the profession, attending staff meetings and, wherever possible, visiting other treatment centers dealing with different areas of disability.

An orientation meeting involving all the students will precede the work session, and there will be an evaluation at the conclusion. Both supervisors and students will be expected to make written reports. A follow-up on the students' reactions in retrospect and of their influence on future career planning will be done after a year. At the same time, the students are expected to tell other students at their schools about the profession and the program.

The concept of a Summer Experience Program has been carried on successfully by four curricula of occupational therapy and various social work recruiting groups over a period of years. The enthusiastic reports of both supervisors and students tell of the value of such an experience to all concerned. The follow-up which has been done in the occupational therapy programs indicates that a high percentage of the students have entered occupational therapy curricula; the remainder frequently choose allied medical careers.

In an age when so much of our learning is based on practical experience, it appears vital to give students an opportunity to become actively involved in an area of interest before a definite career commitment is made. Summer Experience in Occupational Therapy is a valuable answer to this need.

American Occupational Therapy Association, Inc.

251 PARK AVENUE SOUTH, NEW YORK, N.Y. 10010

Telephone: 212-777-5890

Exhibit B

February 3, 1967

Mrs. Ethelyn Livermore, Counselor
Fayetteville Senior High School
Fayetteville, North Carolina

Dear Mrs. Livermore:

For the second year, the American Occupational Therapy Association under the terms of a grant from the Dept. of Health, Education and Welfare, is conducting a Summer Experience in Occupational Therapy in North Carolina. The project gives carefully selected high school students who are interested in a profession combining service and creativity, the opportunity to test and further develop this interest by working in a department of occupational therapy during summer vacation. Preference will be given to students completing their junior year by July 1967. Last year 18 North Carolina students participated in the pilot program which is described in the enclosed report.

Since we are hopeful of establishing an occupational therapy curriculum in North Carolina in the near future, we have selected this state as one of the first areas for development of the summer programs. As placements for the students we shall this year include the occupational therapy departments in additional areas of the state, including Fayetteville. We have worked closely with the Health Careers Council for coordinating our efforts with theirs.

For your information, in addition to the report, we are enclosing an occupational therapy Handbook, the program description, a notice parents and a flyer for students.

I expect to be in Fayetteville on Friday, February 24th and could visit your school at 8:30 a.m. At this time I will be happy to speak with you and any interested students or, if the timing is not convenient for students, we can set up an appointment for a presentation to students later on. Would you be kind enough to return the enclosed card, indicating if the date and time would be suitable for a brief meeting with you? May we thank you in advance for your consideration.

We are looking forward to working with you.

Sincerely yours,

Barbara E. Neuhaus, OTR
Educational Consultant
in Recruitment

BEN:fb

P.S. Mrs. Vera Robinson, OTR is our local coordinator for the Summer Experience Program.

Exhibit C

SUMMER EXPERIENCE IN OCCUPATIONAL THERAPY

conducted by

American Occupational Therapy Association with the Departments of Occupational Therapy of Washington University School of Medicine, and University of Kansas

Summer 1967

Summer Experience in Occupational Therapy is a project conducted jointly by accredited curricula of occupational therapy and the American Occupational Therapy Association under the terms of a grant from the Vocational Rehabilitation Administration. Cooperating in the program are designated departments of occupational therapy in hospitals and clinics throughout the state.

The Summer Experience program will provide selected junior college and college men and women the opportunity to explore occupational therapy as a career. As "apprentice" staff members of a hospital or clinic for six weeks, students will observe and participate in the daily activities of a rehabilitative treatment program for patients with a physical or emotional disability. They will learn first-hand about the personal and educational requirements for an occupational therapist. Some financial assistance will be available.

Preference will be given to students who will have completed their freshman year by June 1967. Applicants must have demonstrated interest in a career involving work with people; they should be able to get along with a variety of people and have a genuine liking for them, and should be creative, flexible and mature.

The program will be conducted during six weeks Monday through Friday, beginning June 19 and ending July 28, 1967.

Students will be expected to serve in the capacity of an occupational therapy aide, fulfilling specific tasks outlined by each supervising therapist. At the same time, they will have the opportunity to observe and participate and to visit other treatment centers wherever possible. An orientation session for all students will be held preceding the assignment; a written evaluation by each student will be expected at the conclusion of the program.

Applications are available through the Dean's office, and completed forms should be returned to that office by the date specified on the application. A letter of reference from a faculty member and one from another professional (doctor, clergyman, lawyer, etc.) must accompany each application.

Upon receipt and review of the application, Washington University Department of Occupational Therapy will schedule an interview with the applicants at the college, sometime before spring vacation.

Following the initial interview, students will be asked to contact one of the treatment centers in which they would like to serve. Wherever feasible, students will be given a choice of location and disability area (physical or emotional disabilities) for assignments. For those students seeking placement near their home, interviews with supervising occupational therapists will be scheduled at treatment centers during spring holidays. Students interested in assignments near college will be interviewed in March.

Final decisions on assignments will be made by the supervising therapists who will notify students of their acceptance. Since the number of available placements is limited, students must accept or refuse the assignment within 10 days of notification, otherwise the position will be filled by another applicant. Students who are not accepted for the program will be so notified immediately.

American Occupational Therapy Association, Inc.

251 PARK AVENUE SOUTH, NEW YORK, N.Y. 10010

Telephone: 212-777-5890

Exhibit D

January 25, 1966

Miss Margaret Wayne, Counselor
East Mecklenburg High School
6800 Monroe Road
Charlotte, North Carolina

Dear Miss Wayne:

It was a pleasure to meet with you on Monday to discuss East Mecklenburg High's participation in the Summer Experience Program.

Unless we hear something to the contrary, I shall plan to come to East Mecklenburg High on Friday, February 24th at 9 a.m. to show our film TARGET and to speak to any juniors who are interested in the Summer Experience Program.

We are enclosing another copy of the Handbook, a descriptive sheet on TARGET, some additional Summer Experience flyers and a list of the Careers in Depth series which includes the occupational therapy book "Your Future in Occupational Therapy." (A number of the counselors expressed an interest in this series.)

We appreciate the interest you are showing in the project and look forward to working further with you.

Sincerely yours,

Barbara E. Neuhaus, OTR
Educational Consultant
in Recruitment

BEN:fb

What next?

Well, there's a little paper work to be done.

Applications are available through the Dean's office, and completed forms should be returned to that office by the date indicated on the application.

Two letters of reference (from a faculty member and another professional person: doctor, clergyman, lawyer, etc.) and your parents' written consent must accompany each application.

Once the application is received it will be reviewed and an interview will be scheduled with the student. Following the initial interview, the student will be asked to contact one of the treatment centers in which he or she would like to serve. Each student will be given a choice of locations and, wherever possible, disability areas for their assignments.

What about payment for the program?

There is no charge for entering the program.

The learning experience of career testing is in itself a rich reward. A small stipend will be available in a number of the placements.

Now, what are your future opportunities as an occupational therapist?

As you probably know from reading the papers or listening to newscasts, there is an acute national shortage of qualified occupational therapists. President Johnson has placed increased emphasis on caring for the basic health needs of our citizens. Thousands of positions at all levels are waiting to be filled and new positions are being created every day.

The Army, Navy, Air Force and Public Health Service commission occupational therapists; other branches of Federal service give civil service ratings and experienced therapists are needed as teachers, researchers, and administrators, both in this country and abroad. As you can see....occupational therapy is a career with a future! Practical experience has become a fundamental feature of today's educational process. A summer experience in occupational therapy provides that function. Discuss the possibilities with your advisor and your parents. Discover for yourself!

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION

251 Park Avenue South
New York, N.Y. 10010

You are Cordially Invited to a Summer of Discovery

Date:
July and August,

RSVP:
Dean's Office

PROGRAM FLYER

EXHIBIT F

Wouldn't it be exciting to spend six to eight weeks next summer discovering all about a potential lifetime career, a lot more about yourself and even more about people?

If you're nodding your head "yes" then give some serious thought to a rewarding Summer Experience in Occupational Therapy! First off, let's review the program for a minute.

The project is conducted jointly by an accredited curriculum in cooperation with the American Occupational Therapy Association under the terms of a grant from the Vocational Rehabilitation Administration. A very fancy way of saying that the Summer Experience program has been organized--and is run--by top-notch leaders in the field of occupational therapy. Also cooperating in the program are specially designated departments of occupational therapy in hospitals and clinics in various parts of the United States. It seems hard to imagine any summer work program that has been more carefully organized!

The whole program is designed to provide selected college students with the opportunity to explore, first-hand, occupational therapy as a possible career.

What will the student actually DO during the Summer Experience?

Good question. Read on! As "apprentice" staff members of a hospital or clinic, students will observe and participate in the daily activities of a rehabilitative treatment program for patients with a physical or emotional disability.

They learn right "on the spot" about the personal and educational requirements for a career in the challenging and satisfying field of occupational therapy. This is really "in person" discovery for the young man or young woman who is giving serious thought to a future career.

The students begin their apprenticeship with a thorough orientation session before they go out on assignment. Once placed in the hospital or clinic, the student serves in the capacity of an occupational therapy aide, carrying out specific tasks outlined by his supervising therapist. This is learning by doing!

Wondering what individual requirements for the program are?

Well, students must have completed their freshman year by June.

And preference, frankly, will be given to those who are in the upper half of their class.

Applicants should be very honest with themselves. They should feel very strongly about a career that involves work with people. They should be able to get along with a variety of people and have a genuine liking for them.

And--they should be creative, mature, and readily able to adjust to new situations. These personal qualifications are important to recognize. If you think they match your attitudes and interests then you'll quickly learn that there are few greater professional rewards than those realized in the field of occupational therapy!

Clip and mail to:
American Occupational Therapy Assn.
251 Park Avenue South
New York, N.Y. 10010

I should like more information about the Summer Experience Program in Occupational Therapy.

Name_____

Address_____

_____

College _____

Freshman___ Soph___ Jr ___ Sr ____

Ed. Note: Content of this fact sheet is almost identical to Exhibit A; however, where A is for general information this exhibit is intended to be shown to the parents for their eventual consent.

Exhibit F

SUMMER EXPERIENCE IN OCCUPATIONAL THERAPY
conducted by the

American Occupational Therapy Association and the North Carolina Occupational Therapy Association

NOTICE TO PARENTS

Summer Experience in Occupational Therapy is a project conducted jointly by the American Occupational Therapy Association and the North Carolina Occupational Therapy Association, under the terms of a grant from the Vocational Rehabilitation Administration. Cooperating in the program are designated departments of occupational therapy in hospitals and clinics throughout North Carolina.

The Summer Experience Program will provide selected secondary school students the opportunity to explore occupational therapy as a career. As "apprentice" staff members of a hospital or clinic for six weeks, students will observe and participate in the daily activities of a rehabilitative treatment program for patients with a physical or emotional disability, and they will learn first-hand about the personal and educational requirements for an occupational therapist.

Students must have passed their sixteenth birthday by July 1st. Preference will be given to those who will have completed their junior year at that time. Applicants must have shown an interest in a career involving work with people. They should be able to get along with a variety of people and have a genuine liking for them, and should be creative, mature and readily able to adjust to new situations.

The program will be conducted during six weeks of summer vacation.

A student will be expected to serve in the capacity of an occupational therapy aide, fulfilling specific tasks outlined by the supervising therapist. At the same time, the student will have the opportunity to observe and participate and to visit other treatment centers wherever possible. An orientation session for all students will be held preceding the assignment; a written evaluation by each student will be expected at the conclusion of the program.

Applications are available through the school guidance office, and completed forms should be returned to that office by the date indicated on the application. Parent's consent and the names and addresses of two references (faculty member and another professional) are a part of each application. Upon receipt and review of the application, an interview will be scheduled with the applicants at a central location in their city sometime before spring vacation.

Following the initial interview, students will be asked to contact one of the treatment centers in which they would like to serve. Wherever possible, students will be given a choice of locations and disability areas (physical or emotional) for their assignments.

Final decisions on assignments will be made by the program coordinator and supervising therapists. Students will be notified by the coordinator of their acceptance or rejection. Since the number of available placements is limited, students must accept or refuse the assignment within 10 days of notification, otherwise the position will be filled by another applicant. Students who are not accepted for the program will be so notified immediately.

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION
251 Park Avenue South, New York, N.Y. 10010

SUMMER EXPERIENCE PROGRAM IN OCCUPATIONAL THERAPY

STUDENT'S DUTIES

Each student will be directly responsible to one person in the occupational therapy department. During the summer it is expected that a mutually relaxed relationship will be worked out so that the student will feel free to bring all questions (arising during the summer) to the attention of his supervisor.

A schedule and an outline of specific duties will be given to the student during the orientation by his supervisor. It is expected that he will carry out all duties assigned to him. In every case, all new activities will be explained to him before he is asked to perform them.

The student is accepted into the occupational therapy department in the dual role of student and aide. In the latter status he will carry on such activities as helping with the preparation of therapeutic activities and maintenance of equipment. He will also help the patients before, during or after their treatment session in such tasks as transferring from one position to another and assisting with the finer skills of dressing which the patient is not yet capable of accomplishing. The supervisor will determine the readiness of the student to assume responsibility and will assign duties accordingly.

As a student, he will have a certain amount of didactic work assigned by the therapist, and he will be permitted to participate in all the professional staff activities from which the supervisor feels he might benefit. It is expected that he will exhibit the behavior appropriate to both roles, including discretion in matters pertaining to any aspects of patient treatment.

If the student will be living anywhere except at home, housing arrangements must be cleared with the supervisor. Depending upon the housing arrangements, the supervisor may need to be concerned with the welfare of the student.

At the end of the summer program the student will be asked to make out a written report concerning various aspects of the program. Since this is a pilot program, he will be closely followed for a period of time and may be contacted periodically to tell about his career choice. It is hoped that he will not only report about the summer experience to his colleagues on campus but will help with the stimulation of interest in next year's program, whether or not he chooses occupational therapy as his own field.

In the summer experience in occupational therapy you are afforded the valuable opportunity to sample a professional career. We know that it will be a richly rewarding program for you, both professionally and personally. You will find this a challenging and stimulating experience.

Exhibit H

APPLICATION FOR SUMMER EXPERIENCE PROGRAM IN OCCUPATIONAL THERAPY

American Occupational Therapy Association with the Occupational Therapy Departments of Washington University School of Medicine and the University of Kansas

Name _____ Age( ) College _____ Class _____

Home address _____ Telephone _____

Current address _____ Telephone _____

Driver's license: Yes _____ No _____

Parent or guardian _____ Address _____

What is your current choice of career? _____

Hobbies and interests _____

Extra-curricular activities _____

Specialized skills _____

Why are you interested in this program? _____

Previous work experience:

Summer jobs _____

Part-time employment _____

Full-time employment _____

Type of preferred occupational therapy department (state 1st and 2nd preference)

1. Physical disabilities _____
2. Emotional disabilities _____

Preferred location:

1. St.Louis area _____
2. Kansas City area _____
3. Southwest Missouri _____
4. Other _____

If you are placed in the preferred location, will you be living

At home? _____

Will you need room? _____ Board? _____

Financial arrangements:

Would you be able to take volunteer assignment if maintenance can be provided?

Yes _____ No _____

References:

Faculty member: Name _____

Address _____

Professional acquaintance: Name _____

Address _____

Return completed application to _____

_____

Deadline date _____

PHYSICAL EXAMINATION

for

OCCUPATIONAL THERAPY SUMMER EXPERIENCE PROGRAM

STUDENT'S NAME _____

Age _____ Height _____ Weight _____

Build: Slender ____ Medium ____ Heavy ____ Obese ____

SIGNIFICANT PREVIOUS ACUTE OR CHRONIC EMOTIONAL OR PHYSICAL ILLNESSES

SIGNIFICANT HOSPITALIZATIONS

URINALYSIS:

Albumin Sugar Other

BLOOD PRESSURE:

DATE _____ SIGNED _____ M.D.

Exhibit J

MEMORANDUM

March 1, 1967

To: School Guidance Counselors and Occupational Therapy Supervisors for North Carolina Summer Experience Program

From: Barbara E. Neuhaus, OTR, Educational Consultant in Recruitment, AOTA
Vera Robinson, OTR, North Carolina Coordinator

In order to keep all participants in the Summer Experience Program informed about plans for the coming months, we are sending out the following calendar:

March 10: Deadline for students to submit completed application blanks to school guidance office. This should include the physical examination blank which may be filled out by the school physician, school nurse or the family physician.

March 16: Deadline for counselors to mail eligible applications to Mrs. Vera Robinson, OTR in the envelope provided for this purpose. Eligibility for the program is based on: 1) College admission grade level; 2) Known interest in working with people but as yet undecided about specific field; 3) Maturity; 4) Adaptability. Please make brief comments about each applicant (strengths, weaknesses, etc.) on back of application. As soon as the forms are received, the persons named as references will be contacted and when these letters have been returned to us, eligible students will be contacted about appointments for an interview. Wherever possible, these will be held after school at the occupational therapy department.

April 24-29: Student interviews in Charlotte, Asheville, Durham, Butner, Chapel Hill, Fayetteville

May 1: All students will be notified (accepted and non-accepted). Between 15 and 20 students will be accepted in North Carolina.

May 13: Orientation for all accepted students on Saturday, May 13th in Chapel Hill. Transportation expenses will be reimbursed, but arrangements must be made by students. (Ticket vouchers must be presented.)

June 12-July 21: Dates for Summer Experience Program in North Carolina

July 21: Final meeting of all participating students, location to be announced.

A list of the placements is enclosed. Students may state preference where more than one department is geographically available to them. Details about procedures will be mailed to each student prior to deadlines.

As we begin our second summer experience in North Carolina we again wish to thank each one of you for the generous assistance in time and interest you are giving. We hope that all of this year's participants will find the experience at least as enriching as our pioneers did last year!

Exhibit K

North Carolina Occupational Therapy Association

CONFIDENTIAL REFERENCE FOR SUMMER EXPERIENCE PROGRAM

NAME _____ ADDRESS _____

_____

has applied for admission to the Summer Experience Program in Occupational Therapy and has given your name as a reference. We would appreciate your assistance in completing this form which will help us to determine his/her potentials for six weeks of practical experience in occupational therapy.

1. In what capacity and how long have you known the applicant?

2. Please give a brief evaluation of the applicant's:

HEALTH

EMOTIONAL STABILITY

PERSONALITY

RELIABILITY

INTERPERSONAL RELATIONSHIPS

LEADERSHIP QUALITIES

3. What do you consider to be the applicant's strengths?

4. What do you consider to be the applicant's weaknesses?

5. For additional comments, please use the reverse side.

Signature _____

Address _____

Occupation _____

Date _____

Exhibit L

American Occupational Therapy Association, Inc.

251 PARK AVENUE SOUTH, NEW YORK, N.Y. 10010

Telephone: 212-777-5890

April 20, 1966

Dear

Your application for the Summer Experience in Occupational Therapy has been satisfactorily processed and you are now ready for an interview with your prospective occupational therapy supervisor, at

students will be interviewed on between . Please telephone at to verify the appointment. Failure to do so will be an indication that you are no longer interested in participating this summer.

Remember - all accepted students will have an all-day orientation meeting in Charlotte on Saturday, May 21st. Details will accompany the letter of acceptance which follows the interview.

We are looking forward to seeing you in May.

Sincerely yours,

Barbara E. Neuhaus, OTR
Educational Consultant
in Recruitment

BEN:fb

Exhibit M

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION
251 Park Avenue South, New York, N.Y. 10010

April 11, 1966

MEMORANDUM

To: Occupational Therapy Supervisors for Summer Experience Programs

From: Barbara E. Neuhaus, OTR, Educational Consultant in Recruitment

Subject: Suggested Final Interview Procedure for Prospective Summer Students

Wherever possible, all final interviews will be conducted at the respective occupational therapy departments. In addition, rather than simply having a verbal interview with individual students, we feel a better indication of their potential might be a combined written-practical test, either in a small group or individually.

I. Questions from OT Career Inventory

1. When you were growing up, how often did people ask your opinion on matters which concerned your group?
   A. usually
   B. most always
   C. seldom
   D. not as often as I think they should have

2. Suppose you saw a crippled classmate having difficulty getting up the stairs to the library. You would MOST likely
   A. walk alongside him reassuringly
   B. offer to help him
   C. feel your presence might be embarrassing and go away
   D. watch him inconspicuously

3. In handling a sick member of your family who has become very demanding, you are likely to
   A. be firm with him
   B. become impatient with him
   C. cater to his whims
   D. overlook his complaints

4. The best way to help a person who is slow in learning a difficult job is to
   A. give him confidence in himself
   B. give him extra instruction
   C. treat him no differently from the others

II. Problem-Solving - Choose <u>one</u>

1. How would you teach a blind person to use a dial phone?
2. How would you encourage a group of teenagers to stop making fun of a boy with a lisp?
3. How would you communicate with a person who did not speak English?
4. How many uses can you name for a coat hanger? A bar of soap?

III. Ability to follow instructions - activity project

Selecting one of the simplest, most frequently used activities in your program, give the students verbal or written instructions and allow them a specific time to complete the activity (which they in turn can teach patients during the early days on the job). Example: Leather lacing, copper tooling. This came out of last year's student reports - many expressed "not knowing what to do with patients" at the start of the summer.

You may, of course, set up the interview to suit your particular needs in the department. Either a curriculum director or representative or AOTA personnel will be present to help with the selection.

We hope that this will be a facilitation rather than an additional burden. Your comments are always welcomed.

BEN:fb

Exhibit N

American Occupational Therapy Association, Inc.

251 PARK AVENUE SOUTH, NEW YORK, N.Y. 10010

Telephone: 212-777-5890

May 6, 1966

Miss Marian Kemic
1 Pine Avenue
Enka, North Carolina

Dear Marian:

We are happy to notify you that you have been accepted to participate in the North Carolina Summer Experience in Occupational Therapy. As you know, you are among the first students to be selected from your state, and you share the honor and responsibility of launching the program into a successful undertaking. We feel that you will have an enviable summer in the dual role of student and helper. Your personal background and your many interests should be a real asset in your contacts with patients.

As an apprentice staff member you will be working at the Veterans Administration Hospital, Oteen, under the direction of Miss Charlotte Smith, OTR for a period of six weeks, June 13-July 22, five days weekly, from 8:00 to 4:30 p.m. (unless otherwise specified by your supervisor). You will be expected to perform the duties - actual tasks and written assignments - outlined by Miss Smith, and you will receive $10 per week, payable every two weeks, to cover any expenses incurred. The last check will be issued to you when all assignments are completed.

The orientation meeting, which all accepted students must attend, will be held on Saturday, May 21st between 10 and 10:30 a.m. in the Charlotte Rehabilitation Hospital. If you need transportation, contact your supervisor; she will have details about possible rides and public transportation. (Please submit receipts for any travel expenses for reimbursement.)

A map for driving to the Rehabilitation Hospital will be sent in a few days with the agenda for the meeting. Details about the summer experience will be discussed at that time.

Again, our best wishes to you for a personally rewarding educational experience. We are looking forward to seeing you on May 21st.

Sincerely yours,

Charlotte Smith, OTR
Chief Occupational Therapist
VA Hospital, Oteen

Barbara E. Neuhaus, OTR
Educational Consultant
in Recruitment, AOTA

BEN:fb

Exhibit O

American Occupational Therapy Association, Inc.

251 PARK AVENUE SOUTH, NEW YORK, N. Y. 10010

Telephone: 212-777-5890

May 9, 1966

Miss Barbara Earp
5318 Ivy Lane, Rt. 1
Millbrook, North Carolina

Dear Barbara:

Every type of competition has to have a runner-up as well as a winner; much as we'd all like to be only winners some of us have to fall into the second category. We find that since we have to limit the placements at Dorothea Dix Hospital to two, we are very sorry that we cannot include you in the Summer Experience this year.

Miss Mary E. Allen, OTR, who is supervisor of occupational therapy in the nursing homes, has told us that she would be happy to have you volunteer in one of the Raleigh nursing homes. She asks that you telephone her at 829-7877 on Monday or Friday to have more detailed information on possibilities.

We hope that you will continue to pursue the idea of a career in the health field. We shall stay in touch with you.

I so much enjoyed getting to know you better last Friday. Best wishes for the end of the school year.

Sincerely yours,

Barbara E. Neuhaus, OTR
Educational Consultant
in Recruitment

BEN:fb

Exhibit P

May 17, 1966

MEMORANDUM

To: Counselors in Participating Schools, North Carolina Summer Experience Program in Occupational Therapy, June-July 1966

From: Barbara E. Neuhaus, OTR, Educational Consultant in Recruitment, AOTA

We are very pleased to inform you that the following North Carolina high school students have been selected to participate in the first North Carolina Summer Experience Program in Occupational Therapy. The 20 students will be working in nine different occupational therapy departments throughout the state, wherever possible with students from other schools.

All accepted students will attend an orientation meeting at the Charlotte Rehabilitation Hospital, Charlotte, on Saturday, May 21, at which the supervising occupational therapists will also be present.

May we again express our appreciation to each one of you for the enthusiastic collaboration you have given to the project. Your screening of the students was of great help to us, and we realize that the selection through the interviews could not have been done without your help. We look forward to the pleasure of working with you next year.

Student	School	Placement
Abernethy, Susan	Walter Williams High, Burlington	VA Hospital, Durham
Anderson, Julie	Orange High, Hillsborough	NC Memorial Hosp(Psych)
Biszantz, Charlotte	Walter Williams High, Burlington	Duke Univ Med Ctr,Durham
Crawford, Samuel	Orange High, Hillsborough	NC Memorial Hosp(PhysDis)
Dell'Erba, Helen	Milbrook High, Milbrook	Dorothea Diz Hosp,Raleigh
Exum, Annette	Enloe High, Raleigh	VA Hospital, Durham
Farmer, Yvonne	Erwin High, Asheville	VA Hospi[illegible]ic Hosp, Asheville
Flynn, Martha	A.C.Reynolds High, Asheville	Orthopedic [illegible]l, Oteen
Hargis, Carolyn	Eastern High, Mebane	VA Hospital, [illegible]Hosp(PhysDis)
Headen, Carolyn	Lincoln High, Chapel Hill	NC Memorial Ho[illegible]sp(Psych)
Helgeson, Diane	Lee H. Edwards High, Asheville	NC Memorial Hosp[illegible] Asheville
Kemic, Marian	Enka High, Enka	Orthopedic Hosp, As[illegible]
London, Lauren	Enka High, Enka	VA Hospital, Oteen
Lane, Mary Caroline	Myers Park High, Charlotte	VA Hospital, Oteen
Lawing, Carolyn	E.Mecklenburg High, Charlotte	Rehab Hospital, Charlotte
Newlin, Rebecca	Walter Williams High, Burlington	Rehab Hospital, Charlotte
Simmons, Sandra	Walter Williams High, Burlington	NC Memorial Hosp(Psych)
Smith, Martha	Millbrook High, Milbrook	Duke Univ Med Ctr, Durham
Stowe, Pamela	Walter Williams High, Burlington	Hand Rehab Center, ChHill
Strong, Marie	Chapel Hill High, Chapel Hill	Rehab Hospital, Charlotte
Edwards, Phyllis	Chapel Hill High, Chapel Hill	Dorothea Dix Hosp, Raleigh
		NC Memorial Hosp, Psych

Exhibit Q

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION

Orientation for North Carolina Students
participating in

SUMMER EXPERIENCE IN OCCUPATIONAL THERAPY - 1966

Saturday, May 21, 1966

Charlotte Rehabilitation Hospital, Charlotte, N.C.

10:00 - 10:30 a.m.	Students assemble at the Charlotte Rehabilitation Hospital - in the lobby
10:30 a.m.	Greetings from Miss Barbara E. Neuhaus, OTR Educational Consultant in Recruitment, AOTA Greetings from Mr. J. Thompson, Administrator Charlotte Rehabilitation Hospital Greetings from Mrs. Edith Saywell, OTR Charlotte Rehabilitation Hospital Introduction of Supervisors
10:45 - 11:30 a.m.	"Occupational Therapy as a Profession" Panel discussion by supervisors
11:30 - 12:15 p.m.	General Instructions - Student responsibilities and activities
12:15 - 1:15 p.m.	Lunch with OT Supervisors, Health Career Council Coordinators
1:15 - 1:45 p.m.	Film - The OT Story - discussion
1:45 - 2:15 p.m.	Visit to Occupational Therapy Department - Mrs. Saywell
2:15 - 3:15 p.m.	Discussion regarding policies (attendance, stipends, etc. Question and answer period
3:15 p.m.	Conclusion of meeting - informal refreshment hour

* * * * *

Exhibit R

MEMORANDUM

June 1, 1966

To: Students Participating in Summer Experience in Occupational Therapy, North Carolina Occupational Therapy Association, 1966

From: Barbara E. Neuhaus, OTR, Educational Consultant in Recruitment, AOTA

We were delighted to have your enthusiastic presence at the orientation meeting in Charlotte. It was good to be able to put names with faces again, and to have you meet your summer colleagues.

The following duties and responsibilities are of a general nature and will be reinforced or detailed by your supervisor. She will give you an orientation to the particular setting in which you will be working and will continue to be your "counselor-boss-teacher" during the entire summer. We hope that your relationship with the supervisor will be relaxed and professionally encouraging. We know your questions will be welcomed and your opinion respected; you, in turn, will accept with dignity the responsibility placed on you and will carry out all assignments to the best of your ability. New activities will be explained to you before you are expected to carry them out.

1. Professional behavior, including promptness and neatness, are expected at all times. Remember - all patient information stays within the walls of the hospital or clinic!

2. Your readiness to assume responsibility will be determined by the supervisor.

3. You will be assigned certain reading and written assignments, including a personal diary. (The latter will be explained in detail - this is for you and for us, not for the supervisor.) The books will be available in each town - your supervisor knows where they are. You will have to pick up and return the books at this location. All written assignments must be mailed to Miss Neuhaus before July 20th.

4. Two reports (for the grant project) are to be completed at the mid-point and end of the assignment. Forms will be given to you at the appropriate time.

5. Specific duties on the job will vary from place to place; in general, however, these will include aid with preparation and clean-up of activities, direct work with patients, patient recreation programs, attendance at staff meetings and seminars.

6. Field visits will be arranged by the supervisor.

7. A final group evaluation will be held on August 27th. All students are expected to attend unless excused by Miss Neuhaus. (Details will follow)

8. Anyone not living at home is to let the supervisor know his or her whereabouts on weekends, if possible with a telephone number for possible contact.

9. You will receive every other Friday, either in check or cash, three payments of $20. The final payment will be held back until all written assignments, including reports are completed.

(over)

10. As one of the pioneer groups of Summer Experience students, you will be expected to help us carry on the program in your own schools next year. Therefore, we hope that all of you will be able to conduct a session - as informally as you wish - for your friends at school next fall. If we can help you in setting up such a program, (film, pamphletc, etc.) please contact Miss Barbara E. Neuhaus, OTR at the American Occupational Therapy Association, 251 Park Avenue South, New York 10010. We shall be in touch with you periodically to learn more about your own career plans following the summer.

Your participation in the Summer Experience Program in Occupational Therapy will afford you the valuable opportunity of sampling a profession. We know that it can be a richly rewarding program for you professionally and personally, and you will find it both challenging and stimulating. We look forward to seeing you again in August.

BEN:fb

Exhibit S

MEMORANDUM

June 1, 1966

To: North Carolina Summer Experience Supervisors

From: Barbara E. Neuhaus, OTR, Educational Consultant in Recruitment, AOTA

First, many thanks to each of you who attended the orientation meeting in Charlotte on May 21st. We realize that it is a real sacrifice to give up an entire Saturday and to have driven so many miles besides. A special note of appreciation goes to the panelists; the students' questions showed how very interested they were, and their enthusiastic chatter during lunch indicated that they enjoyed themselves as well. We hope that their experience in your departments will be mutually profitable.

Please send your mileage to AOTA for reimbursement to and from Charlotte.

The following is the suggested list of didactic assignments for the students:

1) Wherever possible, students are to read Your Future in Occupational Therapy, by Frances Shuff, OTR before starting the program. In the case of more than one student per placement, they will have to take turns with the book.

2) Additional reading matter should include:
   a. Willard and Spackman, Occupational Therapy, either Edition 2, Chapter II or Edition 3, Chapter I
   b. Fidler and Fidler, A Community Process in Psychiatry, Chapter I
   c. Selected (by you) AJOT articles
   d. One of the following (light reading)
      Karen, by Marie Killilea (paperback)
      With Love from Karen, by Marie Killilea (paperback)
      Jordi/Lisa and David, by Theodore Isaac Rubin (paperback, 1 book, 2 sections)
      I Never Promised You A Rose Garden, by Hannah Green (paperback)
      The Healing Heart, by Ora Ruggles, OTR (public library?)
      Wisdom To Know, by Regina J. Woody (public library)

A set of the paperbacks will be sent from AOTA to Mary Young, Florence Bearden, Bernice Belue, Beverly Gaines, Edith Saywell and Carol Lynn.

A one-page written report on one of 2) a-d is to be mailed to Barbara Neuhaus before July 20th.

3) Other written assignments:
   a. Personal diary - student's reactions to entire experience. Stress the fact that this is for expressing his own feelings towards patient's work, himself in role of therapist, etc. It will not be shown to you before the students leave. The entries may be once or twice weekly for the entire period or according to your choice.
   b. Evaluation at mid-point -- forms to be mailed to you for each student, with date for completion.
   c. Final evaluation report - same.

4) As optional assignment possibilities (to be used only in case of slowing down in general activities in your department)
   a. Disability summary
   b. Patient observation
   c. Description of activity or adaptive device

(over)

All assignments are to be done during working hours - no homework! (unless students wish to read at home.)

A very important consideration for the program is to make the students feel that they are profitably employed at all times, either directly with the patients, with designated tasks or duties, or with reading and written assignments. Boredom is highly detrimental.

The structuring of the practical aspects of the entire program is up to you, in the framework of your own setting. We do ask that the student's experience be as broad as possible, however, to allow contact with as many people and/or aspects of the institution as can be arranged. This can be achieved by staff meetings, speaking with personnel, following a patient through a day's activity, etc. Much of this will depend on the comprehension and maturity of the individual students.

Students will receive three payments of $20 each, every other week. The last is to be held back until all assignments are completed. You will be sent (from AOTA) a check for $60 each student, and you can then pay the student either in cash or by personal check. Be sure that you have a receipt for cash payments.

You will be asked to fill out two reports, one on the student and one on the program. We sincerely hope that the experience will be so valuable to you that you will encourage your administration to budget similar students for future summers.

Name tags for all Summer Experience students will be supplied to them by AOTA before the start of the program.

Since I shall be unavailable for a final evaluation meeting when the students are finishing, we have tentatively set Saturday, August 27th for a group reunion. Past experience shows that once the students have scattered it is very difficult to bring them all together again. However, we will keep the date open in any case. I shall plan to make visits to your departments from June 29 to July 1 to speak with you and the students after three weeks (more or less). Details about this will follow.

Again, our appreciation for your participation with us.

BEN:fb

Exhibit T

STUDENT REPORT

Mid-Point Evaluation

SUMMER EXPERIENCE IN OCCUPATIONAL THERAPY

North Carolina Occupational Therapy Association

Name _____ School _____

Home Address _____

Summer placement _____

Complete all questions. Please type or write legibly. Mail report this week to Miss Barbara E. Neuhaus, OTR, American Occupational Therapy Association, 251 Park Avenue South, New York, N.Y. 10010.

1. Describe your job responsibilities to date _____

2. Which aspect of your assignment do you enjoy most? _____

3. Initially, did any part of the assignments present particular difficulties?

Explain: _____

4. Which experience(s) to date have added the most to your understanding of occupational therapy? _____

5. Comment on the following in your specific case:
   A. Orientation to profession _____
   B. Orientation to institution _____

6. In the time remaining, are there some particular areas you would like to learn more about? Explain: _____

7. Additional comments _____

Date _____ Signature _____

MEMORANDUM

July 30, 1966

To: Student Participants in Summer Experience
in Occupational Therapy Program

From: Barbara E. Neuhaus, OTR
Educational Consultant in Recruitment, AOTA

Enclosed is a copy of the second report on the Summer Experience Program. Please answer all questions carefully and frankly.

In most cases a new experience needs to be adequately "digested" to make its full value apparent. Just before you return to school we shall ask you to submit a brief statement (the length is entirely up to you) on the value of the program in

1. possible career testing
2. total development of yourself as a person

We would like you to state, for example, how your feelings about disability or illness have changed, how your attitude toward and your understanding of people in general has been influenced.

We realize that this is a difficult assignment, but we feel that you, as a specially-selected group and our pioneers, will be able to contribute meaningful responses to help us in the evaluation of the entire program.

We shall stay in touch with you during the school year, and we hope to see all of you as a group in the near future. Meanwhile, best wishes for the remainder of the summer -- happy vacationing!

STUDENT REPORT

Completion of Summer Experience

NORTH CAROLINA OCCUPATIONAL THERAPY ASSOCIATION

Name _____ School _____

Home address _____

Summer placement _____

Please complete all questions and return to Miss Barbara E. Neuhaus, OTR, American Occupational Therapy Association, 251 Park Avenue South, New York, N.Y. 10010, during the final week of assignment. Write or type, using this form. If additional space is required, use a separate sheet.

A. Personal Reaction

1. What were your job responsibilities during the entire assignment? (Include all types of activities and approximate time spent in each.) _____

_____

_____

2. What part of your work experience

   a. proved most satisfying to you? Why? _____

_____

   b. seemed most difficult? Why? _____

_____

   c. was most valuable in increasing your understanding of occupational therapy?

_____

_____

3. Do you feel that your concept of the profession has changed as a result of the experience? How? _____

_____

4. Did you have an opportunity to gain some information or knowledge of other areas of rehabilitation? In what way? _____

_____

5. Has the summer experience program turned out to be helpful to you in deciding on a career? Explain: _____

_____

(over)

B. Reaction to Program

1. How do you feel that the summer experience in your placement could be improved for future students? _____

_____

2. After which school year do you think it most appropriate to participate in this program? Freshman ____ Sophomore ____ Junior ____ Senior ____

3. Did you feel that the length of the assignment was just right ____

too short ____ too long ____?

4. Were there certain areas of the program in which you would have liked more experience? Explain _____

_____

5. Did you feel that in your status as student the amount of responsibility was right ____ too much ____ too little? _____

6. Did you have enough time during working hours to complete the reading and written assignments? Explain _____

_____

C. General Information

1. Has a faculty member at your school talked to you about the possibilities of becoming an occupational therapist? If yes, when and how? _____

_____

2. Do you know if there are any books or brochures on OT in your school library?

_____

Additional Comments _____

_____

One of the requirements for successful completion of the program is your attendance at the Evaluation on Saturday, August 27 at a central location. You are expected to be there (transportation will be paid) and we look forward to seeing you at that time.

Date_____ Signature _____

Exhibit W

SUPERVISOR'S REPORT ON PROGRAM

SUMMER EXPERIENCE IN OCCUPATIONAL THERAPY

American Occupational Therapy Association and North Carolina Occupational Therapy Association

1. Describe the student job responsibilities, including approximate percentage of time spent on each. _____

_____

_____

2. What were the greatest strengths of the program? _____

_____

the weaknesses? _____

_____

3. What changes or improvements would you suggest for setting up future programs?

   a. Ideal number of students in each placement _____

   b. Level of student: High School _____ College _____

   c. Method of selection of students _____

_____

   d. Method of publicizing program _____

_____

4. Evaluate the reading and written assignments as to

   a. content _____

   b. quantity _____

   c. level for student (too high, too low) _____

   d. possible improvements _____

   Should these be eliminated? _____

5. What did you personally gain from the program? _____

_____

_____

6. Would you like to participate in a similar program in the future? _____

7. Is this a useful recruitment technique? Explain _____

_____

8. If we are to continue the program in North Carolina, the stipends for the students must come from a source other than the VRA grant to AOTA. What suggested sources of funds are there in your community for the small sum required for each student?

_____

_____

9. In terms of long-range staff recruitment, can you anticipate your administration supplying future stipends for summer experience students? Explain: _____

_____

_____

10. Any additional comments _____

_____

_____

_____

Date _____

Signature _____

Address _____

_____

Please return as soon as possible
after conclusion of the program.

Exhibit X

SUPERVISOR'S REPORT ON STUDENT

SUMMER EXPERIENCE IN OCCUPATIONAL THERAPY PROGRAM
North Carolina -- June 13-July 22, 1966

Sponsored by the American Occupational Therapy Association and the
North Carolina Occupational Therapy Association

Name of student _____

Address _____

School _____

Please comment briefly on the following:

1. Initial adjustment to situation: _____

_____

2. Rapport with patients: _____

" " staff: _____

3. Student's strengths (as they apply to summer assignment)_____

_____

4. Student's weaknesses_____

_____

5. Ability to Meet Requirements:

   a. Time _____

   b. Appearance _____

   c. Carrying out instructions _____

   d. Reading and written assignments _____

6. Performance - comment quantitatively and qualitatively:

   a. Adaptability _____

   b. Manual dexterity _____

   c. Self-confidence _____

   d. Intellectual curiosity _____

   e. Initiative _____

   f. Responsibility _____

(over)

g. Professional behavior _____

h. Judgment _____

i. Maturity _____

j. Empathy _____

In your opinion would this student be a good candidate for an occupational therapy curriculum? Explain briefly:

_____

_____

Date _____ Supervisor _____

One copy to be submitted to Guidance Counselor

Exhibit Y

MEMORANDUM

To: All participants in Summer Experience in North Carolina Occupational Therapy Program

From: Barbara E. Neuhaus, OTR
Educational Consultant in Recruitment, AOTA

Re: Final Evaluation Meeting, September 10, 1966

The following program has been planned for the meeting:

10:00 - 10:30	Students and supervisors assemble at the Cerebral Palsy School
10:45 - 12:15	Student reports: Be prepared to give an informal, oral, 4-minute report on your activities in the occupational therapy department
12:15 - 1:15	Lunch
1:15 - 1:45	Film - CHAIN OF CARE
1:45 - 2:30	Publicizing next year's program - discussion of ideas
2:30 - 3:00	Tour of school - Mrs. Mary L. Bales, OTR

Copy of Certificate presented to students at
the final meeting

In Appreciation

of

Your Service as a Participant in

Summer Experience in Occupational Therapy

this certificate is awarded to

_____

_____

Educational Consultant in Recruitment
AOTA

_____

Occupational Therapy Supervisor

Date _____

Location _____

Exhibit AA

PROPOSAL FOR PRESENTATION OF SUMMER EXPERIENCE IN OCCUPATIONAL THERAPY TO NORTH CAROLINA STUDENT BODY

By _____

School _____

This questionnaire is to be completed by you in preparation for a memorandum from us with suggestions for the program. Please return it in the enclosed envelope as soon as possible and no later than October 15th. You know your school best as to the following:

1) Type of audience to be addressed (i.e., total junior class, Health Careers Club, anyone responding to announced or printed invitation, a specially selected group, etc.) The size of the audience can be determined by your faculty advisor.

_____

_____

2) Possible date (either early in the year while the ideas are still fresh in your mind, or after the start of the second term. In both cases we shall do follow-up with actual applications, etc. later on.)

_____

3) Time of day (assembly, evening, activities period,class time, etc.)

_____

4) Method of publicizing presentation _____

_____

5) Outline of program _____

_____

_____

_____

_____

6) Faculty Advisor or Counselor _____

(The proposal must be shown to the advisor and his signature obtained for permission to schedule the project during school time. We are contacting all the guidance counselors to inform them of the plan.)

Faculty Member's Signature _____

Student's Signature _____

Date _____

Exhibit BB

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION
251 Park Avenue South, New York, N.Y. 10010

MEMORANDUM

October 1966

To: Guidance Counselor Participants in the North Carolina Summer Experience in Occupational Therapy Program, 1966

From: Barbara E. Neuhaus, OTR
Educational Consultant in Recruitment

The return of the students to school in September probably brought you informal reports from our supper experience apprentices. Meanwhile, some of them have presented programs about occupational therapy in the school, and the others will do so in the near future. As we promised last spring, we should like to submit to you not only a more comprehensive report of the career testing project but also to send you a copy of the report submitted on each student by his occupational therapy supervisor. Our copies of these as well as the students' own reports and diaries will serve as a basis of reference for follow-up.

We shall certainly welcome your comments on any part of the reports or the program in general. Early in 1967 we shall be in touch with you about plans for the coming summer. Meanwhile, our appreciation to you for contributing to the success of the program.

BEN:fb

Exhibit CC

American Occupational Therapy Association
251 Park Avenue South, New York, N.Y. 10010

INFORMATION FOR OCCUPATIONAL THERAPY SUPERVISORS IN THE SUMMER EXPERIENCE PROGRAM

A Summer Experience Program in Occupational Therapy promises to be richly rewarding for both the supervisor and the student. In asking you to take summer experience students, we realize that we are imposing an additional burden on existing heavy work loads, but judging from reports of OTRs and social workers who have had similar programs, this experience gives you the opportunity of sharing a student's growth and understanding of professional concepts.

These students are not to be used simply as summer help, although we hope that you can direct their activities to lighten your own load. They are sent to you for the learning process involved in becoming familiar with the aspects of a therapist's professional activities. Therefore, a certain amount of time must be set aside for teaching, not at the level of the clinical training student but on a more fundamental basis.

Three elements are necessary for a successful practicum:

1. An actual need must exist for another pair of untrained but willing hand. The student must feel needed as a part of the occupational therapy department,

2. The student must have patient contact, whether on a group or individual basis. It may occur in recreation, transportation, or any number of other situations.

3. The supervisor must have positive professional feelings and the type of enthusiasm that engenders similar responses in those with whom she works!

The program for the student within the framework stated above will be left to the supervisor. He should include the student in as many staff projects as possible, such as rounds, team conferences, clinics, educational seminars (if these are not too technical). These are college students, but they are not occupational therapy students, and in most cases will not be familiar with the techniques of therapeutic activities. In every case, make sure that the student understands not only <u>what</u> he is doing but also <u>why</u> and <u>how</u> this activity fits into the total treatment program. Even the most mential tasks can be made more palatable in this way.

By accepting these students, we are taking responsibility for them during the period they are away from their homes. For those students who might be living on the grounds of the hospital or in the community, our responsibility goes beyond the working day. When indicated, be sure that an understanding has been achieved between you, the student and his parents, if these are involved. None of us want to be nursemaids; on the other hand, these <u>are</u> college students!

(over)

A well-structured orientation must be given the student during the first days in the department. This should include an explanation of the total program of the host institution, in addition to the specific occupational therapy program, including your philosophy of treatment. At this time the student's full duties should be spelled out to him, if possible in writing, so that there are no misunderstandings later on. Periodically, informal lectures should be given to him including the facts about the present general occupational therapy picture and about the educational requirements. (Make sure you have this information up-to-date!)

The final selection of the student(s) will be made by you after both the college and some representative of the Washington University occupational therapy curriculum has done the preliminary screening. It is hoped that for the final selection two students will be available for every post, so that you can decide between them; if only one is available, weigh his credentials with equal care. You will work closely with this person, and it should be someone with whom a good relationship can be established.

Please contact all applicants -- pro or con -- as soon as the selection has been made, in order to enable the rejectees to seek other summer positions.

Exhibit DD

SUMMER EXPERIENCE PROGRAM IN OCCUPATIONAL THERAPY

APPLICATION BLANK FOR O.T. SUPERVISORS

Name of Institution _____

Address _____

Types of patients treated _____

Chief of O.T. Department _____

Number on O.T. Staff _____

Total staff involved in treatment of patients seen in O.T. (Explain briefly)

_____

OTR to whom student will be directly responsible _____

Number of students who could be placed in department _____

We can offer the student the following:

1. Weekly stipend of _____

*2. Maintenance: Full room and board _____

Room only _____ Meals only _____

Other allowances _____

3. If neither a stipend nor maintenance can be offered by the host institution, is there another possible source of compensation for the student's services? (Explain briefly)

_____

_____

4. Schedule

a. Dates for program _____ to _____

b. Daily hours _____ to _____

c. Uniform required _____

*5. Supervision of non-working hours

a. If student cannot live at home, where will he be housed?

_____

b. Is this within walking distance of O.T. Department? _____

c. If he cannot go home weekends, what type of supervision will he have at this time?

_____

d. Is medical care provided?

_____

6. Have you ever trained O.T. students? _____

when? _____ where? _____

* Pertains to college students only

Exhibit EE

PLACEMENTS

SUMMER EXPERIENCE IN OCCUPATIONAL THERAPY
1966

North Carolina Occupational Therapy Association

ASHEVILLE

Asheville Orthopedic Hospital, Asheville
Orthopedic (Physical Disabilities) Children: Miss Beverly Gaines, OTR
Number of students: 2
Dates: June 13-July 22
Uniform: skirt and blouse; sport shirt; flat shoes
Lunch provided

Veterans Administration Hospital, Oteen
General Medicine & Surgery (Adults) Miss Charlotte Smith, OTR
Number of students: 2
Dates: June 13-July 22
Uniform: white blouse, dark cotton skirt --white shirt
Hours: 8:00-4:30 p.m.
Lunch provided

CHARLOTTE

Charlotte Rehabilitation Hospital, 1610 Brunswick Ave., Charlotte
Physical Disabilities and Psychiatry. Mrs. Edith L. Saywell, OTR
Number of students: 2
Uniform: street clothes and flat shoes
Dates: June 13-July 22
Hours: 8:30-5:00 p.m.
Possible provision of lunch, otherwise bring sandwich

CHAPEL HILL

Hand Rehabilitation Center, 239 Jackson Circle, Chapel Hill
Physical Disabilities. Miss Irene Hollis, OTR
Number of students: 1
Uniform: street clothes, flat shoes
Dates: June 13-July 22
Hours: 8:30-5:00 p.m.
Lunch: bring sandwich

N.C. Memorial Hospital, University of North Carolina, Chapel Hill
Psychiatric (Adults and Adolescents) Miss Mary Young, M.A.O.T.
Number of students: 3
Uniform: none
Bring lunch
Dates: June 13-July 22
Hours: 8:30-5:00 p.m.

(over)

N.C. Memorial Hospital, University of North Carolina, Chapel Hill, North Carolina
Physical Disabilities, General Medicine & Surgery. Miss Florence Bearden, OTR
Number of students: 2
Uniform: lab coats will be provided
Dates: June 13 - July 22
Hours: 8:00-5:00 p.m.
Cafeteria or bring lunch

DURHAM

Veterans Administration Hospital, Fulton St. & Erwin Road, Durham, North Carolina
General Medicine and Surgery and Psychiatry (Adults) Mrs. Alvera Henley, OTR
Number of students: 2
Uniform provided
Lunch provided
Dates: June 13-July 22
Hours: 8:00-4:30 p.m.

Duke University Medical Center, Durham, North Carolina
Physical Disabilities, General Medicine & Surgery. Miss Bernice Belue, OTR
Number of students: 3
Uniform: simple street clothes or smock
Lunch: cafeteria or bring sandwich
Dates: June 13-July 22
Hours: 9:00-5:00 p.m.

EXHIBIT FF

PUBLICITY

MEBANE, N.C.
ENTERPRISE AND
HILLSBOROUGH JOURNAL
W. 2,517
JUN 9 1966

Carolyn Hargis is chosen for summer career course

Carolyn Faye Hargis of 604 Charles St., Mebane, was notified recently that she has been accepted as a participant in a new career development program, the North Carolina Summer Experience in Occupational Therapy.

Miss Hargis, a student at Eastern High School, joins 19 other North Carolina secondary school students in launching the project which is being conducted jointly by the American Occupational Therapy Association and the North Carolina Occupational Therapy Association under the terms of a grant from the Vocational Rehabilitation Administration.

An an apprentice staff member, Miss Hargis will be working at the North Carolina Memorial Hospital in Chapel Hill under the direction of Miss Florence Bearden, OTR, physical disabilities section, from June 13 through July 22.

For six weeks she will serve in the capacity of an occupational therapy aide and will observe and participate in the daily activities of a rehabilitative treatment program for patients with a physical or emotional disability. The program is designed so that students may experience, in a medical setting the personal and educational requirements necessary to the future pursuit of a career in occupational therapy.

Miss Hargis is the daughter of Mr. and Mrs. Mark Hargis.

Miss Carolyn Hargis

Two To Join Therapy Unit

Two Charlotte high school girls will take part in the North Carolina Summer Experience in Occupational Therapy.

Mary Caroline Lane, a student at Myers Park High School, and Carolyn Lawing, a student at East Mecklenburg High School, will join 18 other North Carolina secondary school pupils in launching the project.

The American Occupational Therapy Association and the North Carolina Occupational Therapy Association co-sponsor the project under a grant from the Vocational Rehabilitation Administration.

Both girls will work as occupational-therapy aides at Charlotte Rehabilitation Hospital for six weeks.

Job Hunt Makes Her a Helping Hand

By Rosalind K. Young
(A Member of The Star's Staff)

LINDA FRANKS, a 19-year-old sophomore at Southwest Missouri State college in Springfield, Mo., is doing something a little different this summer.

Like many high school and college students who flood the job market every summer, Linda needed a job. She had not decided her career or college major.

She Sought Advice

But Linda was open to suggestions. She went to see her college adviser. After a few tests, an interview and a little soul searching, Linda and her adviser decided she would do well in social work.

"I wasn't sure of my major," Linda said. "I had been in elementary education. Then I thought I might change my major to English. Then an occupational therapy recruiter came to school and the work sounded interesting so I took a test at S. M. S.'s counseling center. The test indicated I would be happy in some type of social work."

Linda and two other girls her age, Sally Shires from Stephens college, Columbia, Mo., and Linda Haney from Lindenwood college, St. Charles, Mo., are working this summer at the Rehabilitation Institute, the Crippled Children's nursery school and the Veterans hospital.

The girls are taking part in the second summer occupational therapy program, financed by a grant from the Vocational Rehabilitation administration. The program is to interest students who have not decided on a career in occupational therapy or other health professions.

A HELPING HAND is given to Dawn Christianson, 5, daughter of Mr. and Mrs. Richard Christianson, 953 Manorcrest avenue, Kansas City, Kansas, by Sally Shires, 19, a student at Stephens college, Columbia, Mo. Sally is one of three girls in a summer occupational therapy program which allows the students to work as assistants. Dawn attends daily sessions at the Crippled Children's Nursery school, 3914 Washington street—(Kansas City Star photograph by William Humphrey).

Finds New Interest

"I never thought I would be interested in any field of medicine," said Linda. "But right now I'm really enthusiastic about it. This is a career I knew absolutely nothing about."

In occupational therapy the girls work with children and adults who are physically or emotionally disabled. They may teach a little girl how to unbutton a dress or how to skate. Or they may teach an adult how to sew, weave or use a mechanical arm so he can live a productive life.

"We work with these people to try to get them back to where they were before their stroke or accident or whatever happened to them," Linda said. "You have to have patience and understanding. One of the hardest parts of this job is knowing when someone needs help and giving it."

The girls keep a diary on their experiences and impressions on the job. The diary is required so the program can be improved.

Notes a Change

"It's interesting for me just to go back a month and see how my opinions have changed," said Linda. "I already know that a person in occupational therapy has to be healthy, have pride in his profession, confidence in himself and like people."

Besides working at the therapy centers, the girls have also toured hospitals, medical centers and nursing homes with therapy departments. They also have exchanged jobs.

"They want us to get a wide view of occupational therapy and to get to know other therapists," Linda said. "I won't make any decisions until I'm back at school. But even if I don't go into therapy, this summer has been a valuable experience."